



Social Justice Education and Advancement of Intelligence Technology: Beyond Borders

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Abstract. Legal education has been practiced beyond borders, promoting social justice across countries. In the absence of human physical interaction as the key feature of social justice education that promotes sensitizing students towards social injustice. Technology that has been continuously and rapidly developed can be the aid to the social justice education by incorporating XR-technology into legal education or social justice education learning methodology. VR, AR and XR technology according to some research findings by some researchers of education, psychology and medicine showed that these technologies can be successful as modality to construct social justice character not only in students but also any other individuals involving in this learning setting.

Keywords: Social Justice Education, VR Technology, Social-Justice Character.

1 Introduction

Legal education has been practiced beyond borders, promoting social justice across countries. When Covid-19 virus outbreak hit, many aspects of life came to hold and social justice education did, too. Legal education had to instantly adjust to the situation. Students were used to be brought into the marginalized and underserved communities to interact in person with the victims of injustice; to educate people about their social and legal rights; to help and assist them when dealing with cases of law. However, amid the outbreak of the virus, above activities had to stop for social distancing. Legal/social justice education had to figure out the best way to deliver the lesson with the same quality in other alternative ways.

As the world is entering the era of disruption, the use of internet technology is also booming across the globe transcending the geographical limitation, especially in the time of the outbreak. To survive such disruptive world, legal education should be able to adapt with the technology, to embrace the technology and to utilize it in its teaching-learning process. Legal education was forced to design their learning process by incorporating the technology to fill the gap.

In social justice education, the learning process is conducted by exposing students to the lessons of ethical and moral. The process encourages students to involve and interact with people to empower the community and at the same time to develop the students' soft skills.

The rapid development of technology for instance Artificial Intelligence, Virtual Reality, and Augmented Reality is predicted to overtake the job opportunity for future law graduates. The technology is predicted to wipe out the role of human lawyers in the future. People are now worry but on the other hand are still confused how to keep up with and ‘outsmart’ this advancement. We need to bear in mind that the advancement of technology is an evolution of human life who constantly develop and seek something to ease their life.

This writing looks into the issues with the utilization of advanced technology, among other things, Augmented Reality, Virtual Reality, and Artificial Intelligence in social justice education around the world.

2 Method

This research used a conceptual approach as it methodology to provide analytical perspective to view how technology can be integrated into social justice education that in conventional settings requires civic engagement by substituting that with a XR-based gamification model of learning. The research was also supported with empirical approach that was used to depict the real condition to explore and at the same time illustrate the information related to the social justice issues learned and experienced by students. The research is descriptive analytical to demonstrate how technology can be utilized in social justice learning in order to construct social justice character.

3 Results and Discussion

It is so inevitable that we need to adapt, and to think and design how to incorporate the technology in our learning process because technology is useful when it comes to teaching- learning outreach process. Now, people can learn from any school in the world right from their home without having to go to the country where the school is at by only installing a particular internet video-conference application on their computer.

Technology has an important impact on education, making it possible for it to have a better communication and the implementation of the newest information systems, useful for learning and tuition and the widespread use of new technologies, such as the Internet, social networks and mobile phones, affects the processes of education at universities where here are systems which support individual learning, collaborative learning, learning content management, learning activity management, formal learning, informal learning, and workplace [1,2].

Even though there are still on-going debate on the effectiveness of technology-based learning system or so we call ‘online learning’, some have varied perspectives on the effectiveness of online course design and its impact on students learning achievement. Empirical studies have supported the ability of online courses to provide a learning experience that is equal to that face- to-face classroom [3,4].

When discussing about how we can integrate technology in the process of social justice education, firstly we need to understand that like technology, legal education, or in this context is social justice education is an open-ended process in which errors or

mistakes is inevitable, instead it continues to criticize itself and to fix the weakness. Legal education should not orient itself to create adherents only, but more to include the values protecting society from unlawful actions [5].

Hot issues brought up in legal education are social justice and access to justice. When conventionally, these two issues are taught to law students through civic engagement in which students are brought to the marginalized and underserved communities to educate the people of the community about their social rights and access to justice and at the same time to legally empower them in the hope that they become a resilient community. With the hit of recent Covid- 19 virus outbreak, the conventional way of teaching social justice to law students came to halt because of the social-distancing rules. Technology, in fact can be a collaborator for reaching out the community through an online setting. However, this may not be effective when pointing out the construction of sensitivity and social justice character which is the outcome of the learning. It is due to the lack of engagement between students and the community. It became worst for some communities couldn't afford internet connections of computer software and hardware supporting the meetings. Even if they can afford those wares, the virtual screen and the slow connections of the internet may hinder the process. Whereas, through social justice education, law students are expected to be more socially sensitive, to have pro-social behavior, and to be scientific literate.

Scientific literacy is an ability owns by individuals in resolving problems and analyzing science with issues booming in the society. Any individuals with this literacy are a person who is able to apply the scientific concepts with various natural phenomenon occurred in daily life [6]. In the context of social justice education, learning is not a mere activity to understand and memorize text, but is more to learn about behavior and perception which is known as affective learning that stresses on the pattern of conduct. Through technology, this process of learning can be borderless, not impeded by time and space. XR (augmented and virtual) technology can be used to support the notion of integrating intelligence technology into social justice education. Social justice education, as we know, stresses on the sensitize students towards social injustice in the society. This means to build empathy inherently.

Development of technology opens new opportunities, among other things, in relation to how legal content is produced, updated, combined with other relevant content, presented and, of course, consumed. Legal content becomes more relevant and more accessible through technology, which is good news for everyone. On one hand, solutions for lawyers can help them to be more productive and efficient. On the other hand, improved access to legal information facilitates access to justice, which in turn is vital to everyone as a critical part of rule of law [7].

Innovations and new techniques in delivering legal education are essential since legal education is a transformative process aimed at shaping the mind and attitudes of students, and at a different level, of the teachers also [6,8]. Apparently, many of the practices that are exploited in the face-to-face setting can be adapted to the online educational environment. In that case, social justice education should also be able to be taught through the utilization of technology. However, applying a one size that fits all mentality in teaching, especially in online teaching is not recommended. Orlando and

Attard stated that teaching with technology is not a one size fits all approach as it depends on the types of technology in use at the time and also the curriculum content being taught [9].

Susskind asked whether we (legal education) are training young lawyers to become lawyers who are traditional one-to-one, solo, bespoke, face-to-face, consultative advisers who specialize in the black-letter law of individual jurisdictions and who charge by the hour or we are preparing the next generation of lawyers to be more flexible, team-based, technologically sophisticated, commercially astute, hybrid professionals, who are able to transcend legal and professional boundaries, and speak the language of the boardroom? [10].

As King Jr argued, building empathy in one's trait requires interaction with others and empathic interpersonal behavior helps to maintain ties and relation among people. It facilitates cooperative and mutually beneficial relation and the capacity to become aware and understand the distress of others [11]. While McDonald and Messinger noted that the capacity to experience or imagine another person's emotions is referred to as empathy. A person's behavior toward others and the quality of social interactions are influenced by their capacity for empathy, which is a crucial component of social and emotional development [12].

Scholars have varied perspectives on the effectiveness of online course design and its impact on student learning achievement. Empirical studies have supported the ability of online courses to provide a learning experience that is equal to that of face-to-face classroom [4]. The arguments surrounding this debate can largely be grouped into two broad categories. On one hand, some argue that the online environment can be an equal or superior medium for education due to its flexibility and student-centered approach [13]. Conversely, others argue that online courses have yet to be proven an effective teaching and assessment medium and that there is substantial basis for doubt.

Empathy is a complex multidimensional construct and includes both the cognitive and affective phenomena that enables an understanding of another person's feelings and to feel emotions in line with another's feeling [14-16]. Empathy studies have examined how to increase empathy towards potentially stigmatized out-groups through the use of perspective-taking or affective role playing [17]. Such approaches have been explored in immersive technologies, such as VR, that simulate and promote imaginative perspective shifting. However, there has been building empathic capacity by focusing on relational dynamics, as opposed to 'looking through the eyes of' and developing the capacity for being with rather than being remains under researched [17,18].

Social justice education through non-biased empathy will complete one's capability to do right [18]. Through VR technology in the platform of Meta-education proposed, learners, in this case students can understand the non-biased empathy through cross-reality experience virtually conducted. The ability to view the horizon from the someone else's perspective or to feel the pain suffered by other persons, to be some-individual else can be done through immersive and embodiment with VR technology and supported with meta- education platform in a particular setting such as prison, or to experience to be low visioned or blind person and others [19] that suffer injustice.

Some studies [19] showed that technology modality can boost the construction of empathy and pro-social behavior as one of the key points of social justice education

worldwide beyond the geographical limitations. This methodology can be applied in the absence of human physical interactions to create engagement with ‘human’ substitutes in virtual reality setting.

Virtual technology advancements place us in simulated physical worlds where the process is approximated using scaled-down representations commonly utilized in education [8,20,21]. Such physical models, however, may not represent all of the characteristics of a realistic world. Virtual reality (VR) technology now permits the construction of totally immersive settings, taking simulations to the next level. This initial concept sparked our investigation towards creating a cutting-edge virtual reality-based experience in legal education. Various simulation video games range from driving to surgery, and each can be used as a leisure activity or as a means of serious training. The objectives is to create an immersive environment, a copy of real-life situation learning, in the virtual reality of legal education [8].

Even though we fully understand that person-to-person real interaction cannot be replaced to sensitize social justice to in students, the utilization of Virtual Reality is an innovation and breakthrough in social justice education when the possibility for the students to visit communities in person is zero. This meta-education is expected to create engagement through high exposures through the construction immersive process of social justice beyond the restriction of time and space.

4 Conclusion

Legal education has been practiced beyond borders, promoting social justice across countries. In the absence of human physical interaction as the key feature of social justice education that promotes sensitizing students towards social injustice. Technology that has been continuously and rapidly developed can be the aid to the social justice education by incorporating XR-technology into legal education or social justice education learning methodology. VR, AR and XR technology according to some research findings by some researchers of education, psychology and medicine showed that these technologies can be successful as modality to construct social justice character not only in students but also any other individuals involving in this learning setting.

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virtual reality setting. Even though we fully understand that person-to-person real interaction cannot be replaced to sensitize social justice to in students, the utilization of Virtual Reality is an innovation and breakthrough in social justice education when the possibility for the students to visit communities in person is zero. This meta-education is expected to create engagement through high exposures through the construction immersive process of social justice beyond the restriction of time and space. Innovations and new techniques in delivering legal education are essential since legal education is a transformative process aimed at shaping the mind and attitudes of students, and at a different level, of the teachers also.

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